

## Lesson Plan Module 1: Session 2

<b>Module 1</b> Yourself and Your Community	<b>Unit 1 – Session 2</b> Personal Information
<b>Standards Alignment</b>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.3.1.B</u>: Follow agreed-upon rules for discussions.</li> <li>• <u>CCSS.ELA-LITERACY.SL.3.1.D</u>: Explain their own ideas and understanding in light of the discussion</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic</li> </ul> <p><b>Reading (Homework):</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.3.2</u>: Determine the main idea of a text; recount the key details and explain how they support the main idea (homework).</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.K.1.D</u>: Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Distinguish between polite and impolite questions in English</li> <li>• Comprehend vocab from prior session and be able to understand in context</li> <li>• Articulate their reasons for studying English right now</li> <li>• Ask questions using “wh words” and “do”</li> <li>• Ask and answer questions about goals</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers to demo homework</li> <li>• Internet connection</li> <li>• Access to Ventures arcade (see link under resources)</li> </ul>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• 7 flipchart markers</li> <li>• Tape.</li> <li>• Index cards</li> <li>• Teacher-created find someone who</li> <li>• Name tents</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Polite vs Impolite worksheet</li> <li>• <i>Ventures Collaborative Activities, Level 3 Unit 1 Roleplay</i></li> <li>• <i>Ventures 3 Extensive Reading: Colors</i></li> <li>• Copies of story and Cloze</li> <li>•</li> </ul>

## Vocabulary Focus

Review from session 1

Goal, impolite (talk about the –im prefix), accomplish,

Phrase: I'd rather not say

Upset, worried, excited (note: these words are at different levels to accommodate the various levels in class).

## Grammar Focus

- Responding to questions in the present perfect

## Introduction/Warm-Up/Review (25 min)

### Warm-Up

- Today's Poll
  - Have you done your homework?
  - Have you eaten breakfast?
  - Have you visited Central Park
  - Additional relevant questions using present perfect
- Homework Check
  - I need English for: choose the 3 most important on needs assessment
  - Why do you want to learn English: talk at your table
  - How do you practice English? Talk at your table
  - What did you learn about greetings?
  - How do friends and family greet each other in your country?
  - Is greeting friends in your country the same as the United States? How is it different?
  - What did you learn about gestures? Share at your table

## Lesson Plan Activities

**Activity 1: Find someone who (30 min)**... using info gathered in the first session. See sample.

1. Model writing one question, then learners write question and check together
2. Review the questions as a class
3. Students ask classmates the questions. Note: they are only allowed to use a classmate's name once. This ensures they talk to more people.

### Wrap Up/Assessment

- Ask students to share some of their most interesting answers with the whole class.

### **Activity 2: Listening to a story- mood words (30 min)**

1. T reads short passage that incorporates vocab from previous session (see text or create own) post the following questions on projector or write on board. Learners read q's before the story.
  - Why did Monica want to study English?
  - Why was she disappointed?
  - What happened at home before Monica left for school?
  - What was her daughter worried about?
  - How did she feel when she walked in the classroom?
2. With a partner, class answers questions about the story.
3. Check in small groups.
4. Hand out a cloze (or project it) Read the story again.

### Wrap Up/Assessment

- Ask students to orally summarize the story, telling it in their own words.

### **Activity 3 : Cultural Differences: Polite or Impolite (30 min)**

1. Review or introduce the terms “polite and impolite.”
2. Activate learners’ background knowledge by reminding them of gestures that have different meanings around the world.
3. Work with partner– decide which questions are polite and impolite (grid from curriculum.)
4. Discuss as a class, pointing out those that are typically impolite in the U.S.
5. Introduce the phrase “I’d rather not say” as a polite expression when you prefer not to answer.

#### **Wrap Up/Assessment**

- Check the answers as a whole group. Clear up any confusion regarding polite/impolite in the United States.

### **Activity 4: Role Play: Outgoing or Shy? (30 min)**

Download *Ventures Collaborative Activities*. Follow the role-play instructions for unit 1

#### **Wrap Up/Assessment**

- Ask for a few volunteers to share their role plays with the whole class. Elicit feedback on how they felt about the activity.

### **Overall Wrap Up: Vocab/ Review and Assessment**

- What new vocab did you learn?
- Write the new vocabulary on board.
- Discuss homework.

### **Homework/Project (Extension Activity)**

- **Reading:** Colors (Ventures Extensive reading)
- **Listening:** Read News in Levels [www.newsinlevels.com/](http://www.newsinlevels.com/) search: Diana Nyad (learners can choose appropriate level). Diana Nyad. Answer these questions:
  - What was Diana Nyad’s goal?
  - Did she achieve her goal?
  - What problems did she have?
  - How do you feel about her swim?
  - Would you like to try to do this swim?
  - Write a question to ask Ms. Nyad:

**Listen to Diana Nyad** (begin at 5:02) <http://www.youtube.com/watch?v=G3Vsfrzm5Ds>

OR watch the interview and transcript <http://www.nbcnews.com/video/nightly-news/52915917#52915917>

- **Speaking:** Talk to someone; find out how they greet each other in their country OR ask their opinion about Diana Nyad’s swim
- **Writing:** Write a short bio about you and your family OR write about a goal
- **Vocab:** practice the 10 new words.
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### **Online Resources**

- [www.newsinlevels.com/](http://www.newsinlevels.com/)
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- You tube homework <http://www.youtube.com/watch?v=G3Vsfrzm5Ds>
- <http://www.cambridge.org/ventures/resources/>